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ABSTRACT

To develop a model for local school districts to use in vocational education planning and development in Ohio, this project utilized the following strategies: develop a set of planning documents and instructions consistent with the state plan format; develop simulation materials which provide the necessary information for instructing local education agency leadership personnel on the usage of local planning data and information; and hold four regional meetings to explain the planning materials and concepts to local administrators. The specific products developed included a set of reporting/planning forms with appropriate instructions, a set of simulation materials for three types of planning districts (joint vocational schools, individual districts, and contracting districts), and a brochure explaining the planning process, the need for such planning, and the concepts underlying the reporting/planning forms. A total of 300 local administrative personnel representing 108 planning districts attended one of the four regional meetings, and each district later submitted a five-year plan to the Ohio Division of Vocational Education as a result of the training. The impact of the project initiated a vast amount of local planning for vocational education which was consistent with the state plan format. The project also resulted in strengthened local and state communication. The reporting/planning forms are appended to this document. (Instructions for utilizing the reporting/planning forms and the simulation materials are included in four separate documents available separately.) (Author/BM)

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ED147471

LOCAL EDUCATION AGENCY PLANNING

Ohio Department of Education
Division of Vocational Education
Columbus, Ohio 43215

Dr. James E. Cummins, Project Coordinator

Ohio EPDA Project No. 72052

October 1, 1975 to December 31, 1975

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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ABSTRACT

Title of Sub-Project: Local Education Agency Planning

Agency or Institution Conducting Activity: The Ohio State University
Columbus, Ohio

Date Project Completed: December 31, 1974

Approved Budget and Actual Costs: See Attached

Project Objectives: Specifically, the objectives were as follows:

Objective I - By November 1, 1973, to have developed, improved and revised reporting documents and forms for a field test to be used by selected Vocational Education Planning Districts.

Objective II - By December 1, 1973, to have trained local school personnel in procedures for compiling data and information for improved local programming and development.

Objective III - By January 1, 1974, local school personnel, through a field test, will have completed the reporting information and have input for future revision.

Objective IV - By February 1, 1974, selected state staff will receive training on how to incorporate segments of local planning into the state plan for vocational education.

Objective V - By July 1, 1974, to have a system to enable 100% of the Vocational Education Planning Districts to submit revised plans for vocational education and embrace an annual planning cycle utilizing a planning format which is completely compatible with state planning.

Project Strategies: The strategies utilized in this project were: (1) to develop a set of planning documents and instructions which were consistent with the state plan format, (2) to develop simulation materials which would provide the necessary information for instructing local education agency leadership personnel on the usage of local planning data and information and (3) to hold four regional meetings to explain the planning materials and concepts to local administrators.

Project Participants: Four participants from 108 VEPD's in Ohio were invited to attend one of four regional meetings during April. The superintendent of each VEPD was asked to bring his vocational director and two other administrative personnel with him to a 2-day meeting. In addition, selected state supervisory

staff with responsibility in the section of the state where the meetings were held were requested to attend each planning meeting. A total of 300 local administrative personnel attended one of the four regional meetings. The types of participants include the following:

1. VEPD Superintendent
2. Local, Exempted Village and City District Superintendents
3. Vocational Education Directors and Supervisors
4. County Superintendents
5. State Supervisory Staff
6. Ohio Advisory Council on Vocational Education
7. Others

Project Evaluation: The project proposal utilized various target dates as a measure of accountability. Since the project started three months late, these dates were changed from the original project proposal. Local school personnel had opportunity to make recommendations and suggestions for improving the planning system.

The specific products developed and outcomes achieved as a result of this project are as follows:

1. A set of reporting/planning forms with appropriate instructions which include each objective identified in the state plan and identified in the section entitled "Justification" of the project proposal were developed. These reporting/planning forms were used by local as well as state leadership personnel.

2. A set of simulation materials for three types of planning districts -- JVS, individual, and contracting -- were developed to be utilized by local as well as state leadership personnel.

3. A brochure was developed which explained the planning process, the need for such planning, and the concepts underlying the reporting/planning forms. The brochures were used by both local and state leadership personnel.

4. Each of the 108 VEPD's in Ohio were represented at one of the regional planning meetings and have either submitted or are in the process of submitting a five-year plan to the Division of Vocational Education.

Project Strengths and Weaknesses:

1) A major strength in the project was that numerous local education agency leadership personnel met and reacted with state supervisory staff during a series of 2-day regional meetings. During these meetings, the opportunity for local and state interface was abundant. Therefore, many communication channels were developed/strengthened as a result of this project.

2) A major weakness of the project was the narrow time line for local education agency leadership personnel to compile and submit a comprehensive five-year plan for their VEPD. Although the original due date was extended three weeks, giving each VEPD seven weeks in which to complete a plan, many of the 108 planning districts did not submit a plan to the Division of Vocational Education by their adjusted time line. Several VEPD Superintendent/Directors of Vocational Education indicated that they could have done a better job, if allowed more time. Therefore, it is suggested that 2-4 months be used as a guide when VEPD's are developing a five-year plan which is to be submitted to the State Department of Education, Division of Vocational Education.

Impact Upon Vocational Education System in Ohio: The impact of this project has initiated the vast amount of local planning for vocational education which is consistent with the state plan format. Since each planning district developed a comprehensive plan, the summation of all 108 VEPD plans will provide state-wide information for many purposes. The project has resulted in local and state communication and has provided the opportunity for further educating local leadership personnel in such topics as Career Education, Occupational Work Adjustment and Job Training programming.

THE NARRATIVE REPORT

Since 1970, all school districts have formed Vocational Education Planning Districts. The Vocational Education Planning District in Ohio can be categorized as follows: 1. The individual school district which has sufficient student capacity to plan an adequate program of vocational education; 2. The contract district, which allows any number of school districts to contract for vocational education with a sponsoring school district which is responsible for providing an adequate program of vocational education; and 3. The joint vocational school district, which requires at least two school districts to join together to provide a common board of education with taxing authority for the specific purpose of providing an adequate vocational education program.

The need today for education programming and planning is soundly being heard throughout the numerous education communities. Vocational Education is willing to meet the challenge for program planning and management for short-term and long-range planning. The State of Ohio through the State Department of Education, Division of Vocational Education, is most interested in having viable and realistic local as well as statewide planning. Through this EPDA Project, systematic local planning and programming for vocational education will be compatible with the state plan format. Systematic planning must remain an integral part of all vocational education efforts if it is to achieve the mandated mission of meeting the vocational needs of all the people.

In 1966, there were 71,446 high school students enrolled in 1,767.18 units of vocational education. Today, there are 218,590 high school students enrolled in 6,410.15 units of vocational education. Included in this number are 115,407 high school students enrolled in job training vocational programs.

The primary purpose of this project was to assist local education agencies improve the quality of planning for vocational education and to develop a system of planning in all planning districts which is compatible with state planning for vocational education.

Objectives

The primary objective of this project was to develop a model for local school districts to use for program planning and development which is compatible with state planning by the Division of Vocational Education, State of Ohio.

The specific objectives of the project were as follows:

Objective I - By November 1, 1973, to have developed, improved and revised reporting documents and forms for a field test to be used by selected Vocational Education Planning Districts.

Objective II - By December 1, 1973, to have trained local school personnel in procedures for compiling data and information for improved local programming and development.

Objective III - By January 1, 1974, local school personnel, through a field test, will have completed the reporting information and have input for future revision.

Objective IV - By February 1, 1974, selected state staff will receive training on how to incorporate segments of local planning into the state plan for vocational education.

Objective V - By July 1, 1974, to have a system to enable 100% of the Vocational Education Planning Districts to submit revised plans for vocational education and embrace an annual planning cycle utilizing a planning format which is completely compatible with state planning.

Description of Activities

The strategies utilized in this project were: 1) to develop a set of planning documents and instructions which were consistent with the state plan format, 2) to develop a set of simulation materials which would provide the necessary information for instructing local education agency leadership personnel on the usage of local planning data and information and 3) to hold four regional meetings to explain the planning materials and concepts to local administrators.

A schedule of project activities with appropriate completion dates are as follows:

1. A PERT Chart of project activities was prepared by the project coordinator. This activity was completed by October 11, 1974. A copy of the PERT Chart is found in Appendix A.

2. In developing the local reporting/planning documents, a search of the ERIC, RIE and CIJE systems to locate related literature was the initial activity. Very little literature pertaining to state-wide planning around a state plan was found to be available. This activity was completed by October 25, 1973. The project coordinator then collected various samples of internal and external data and appropriate data collection and computer print-out forms used by the Division of Vocational Education and the State Department of Education. Drafts of the reporting/planning documents were reviewed by a representative of each of the vocational service areas, Career Education, Special Needs and Manpower Training. The project coordinator discussed the revised drafts with selected Assistant Directors, Division of Vocational Education. In addition, reactions to the documents from various persons (superintendents, directors, supervisors) were solicited and received. The project director reviewed the refined drafts before final approval. The revised reporting/planning documents were completed by January 16, 1974. A complete set of the reporting/planning forms are found in Appendix B.

3. The instructions for completing the reporting/planning forms were developed in conjunction with the planning documents. The refined instructions were also completed by January 16, 1974. A copy of the instructions are found in Appendix C.

4. In developing the simulation materials, the project coordinator discussed with Mr. George Sterling, Supervisor, Research and Survey, Division of Vocational Education, the intent of the materials. Three Vocational Education Planning Districts were identified as a result of this conference. It was determined that the simulation materials could be developed around computerized data of existing, but out-dated information. Members of the Research and Survey Staff, Division of Vocational Education provided FY-1970 data for three selected Vocational Education Planning Districts (VEPD's). The three VEPD's included an Individual planning district, a Contracting planning district, and a Joint Vocational School district. The project coordinator developed some hypothetical student Vocational Choice Inventory data for each of the simulation packages. The simulation materials were completed by February 8, 1974. A copy of each of the three simulation materials developed during this project can be found in Appendix D.

5. A meeting of all state supervisory staff, Division of Vocational Education, was deemed necessary to provide each supervisor with an understanding of the reporting/planning documents. During a one-half day meeting, each state supervisory staff member received a complete set of reporting/planning forms, instructions for completing reporting/planning forms, and the three simulation packages. Approximately four hours were needed to provide instruction on the utilization of the reporting/planning documents and the activities which would transpire at the planning conferences. The supervisors staff meeting was held on March 28, 1974. An agenda for this meeting appears in Appendix E.

6. The main training activity of this project occurred at four regional conferences of two days each. The state was divided into four regions and a meeting was held at a location within each region. By holding regional meetings out in the state, local education agency leadership personnel indicated they found it to be more convenient. The regional planning meetings were held as follows:

Date	Region	Place
April 1-2	N.W.	Bowling Green
April 7-8	S.W.	Dayton
April 21-22	S.E.	Zanesville
April 29-30	N.E.	Akron

During each of these meetings, every local and state leadership personnel member in attendance was provided with approximately 5½ hours of instruction on program planning and the utilization of the reporting/planning documents. An agenda which was used for the meetings is found in Appendix F.

7. At each of the four regional meetings, the project director and state supervisory staff decided an appropriate date on which to have a one day follow-up meeting. A follow-up to each original meeting was held approximately one month later. The follow-up meetings were held as follows:

Date	Region	Place
May 6	N.W.	Bowling Green
May 13	S.W.	Dayton
May 20	S.E.	Zanesville
May 29	N.E.	Akron

During each of the follow-up meetings, local leadership personnel were provided the opportunity to meet with a representative of each service area, Career Education and Special Needs and to secure answers to their specific questions or gain more understanding of the planning process. A checklist utilized by state staff at each follow-up meeting is found in Appendix G.

8. Due to the nature of the planning documents and the amount of time local education agencies needed in preparing a comprehensive plan for vocational education, a number of VEPD's requested an extension of time and/or assistance. As the plans were received by the Division of Vocational Education, each plan was reviewed for format by the project coordinator. When inconsistencies or other difficulties were found, the project coordinator either resolved the concerns via telephone or traveled to the appropriate VEPD to assist local leadership personnel in the planning process. The project coordinator consulted with Local Education Agencies from May through the end of the project.

As can be ascertained when comparing the preceding project activities with the project objectives, as stated in the project proposal, the time line for the objectives was not met. This variance in completion dates was due to a late start of the LEAP project. The coordinator was not hired until October 1, 1973 -- approximately three months behind the anticipated schedule as proposed in the specific objectives of the project proposal. Since the project called for training local education agency personnel for improvement in planning, major emphasis was centered upon the development of planning documents and simulation materials which would be utilized for such training. A target date of April was set for the training of Local Education Agency (LEA) personnel. This lead time was needed to allow for materials to be printed and to utilize the labor market demand and supply data resulting from a companion EPDA project. The labor market information was to be available by March 15, 1974.

Project Participants

Four participants from each of the 108 VEPD's in Ohio were invited to attend one of the four regional meetings during April. The superintendent of each VEPD was asked to bring his vocational director and two other administrative personnel with him. In addition, selected state supervisory staff with responsibility in the section of the state where the meetings were held were requested to attend each planning meeting. Mr. John Shannon, Executive Director, Ohio Advisory Council on Vocational Education attended each planning meeting along with other council members and provided appropriate remarks to the conference participants. Other important guests included: (1) Mr. Daryl Nichols, Program Office, Vocational-Technical Education, U.S.O.E., Region V; and (2) Dr. Gary Ward and Dr. Charles Hopkins from the Division of Research, Planning, and Evaluation, Oklahoma State Department of Vocational and Technical Education.

Each of the 300 local education agency conference participants were provided approximately 5½ hours of training during the regional planning meetings. This training consisted of presentations simulation activity and discussion sessions. The total of 1,650 man hours of training LEA personnel in the planning process when combined with 678 total man hours of training of state supervisory staff amounts to a grand total of 2,328 man hours of training. This figure does not include the four follow-up meetings and individual consulting from May through the end of the project. Table 1 presents the number of participants by job position who attended the four regional planning conferences.

Table 1

Planning Conference Participants by Job Position and Regional Meeting

	Regional Meeting				
Job Position	N.W.	S.W.	S.E.	N.E.	Total
VEPD Superintendent	15	10	22	14	61
Local/County/City Superintendent	28	15	36	16	95
Director of Vocational Education	19	24	24	22	89
Supervisor	12	12	13	18	55
State Staff	14	13	14	14	55
Ohio Advisory Council	1	3	2	2	8
Other	3	1	1	3	8

Project Evaluation

The project proposal utilized various target dates as a measure of accountability. As explained earlier in this report, the dates were changed from the original project proposal. Local school personnel had opportunity to make recommendations and suggestions for improving the planning system.

The project proposal indicated the following specific products and instruments were to be developed:

1. A series of reporting and planning forms for local school personnel to complete for each goal identified in the state plan.
2. A series of reporting and planning forms for state leadership personnel to complete for each goal identified in the state plan.
3. Simulation materials for three types of planning districts to be used with local school leadership personnel.
4. Simulation materials for state planning to be used with state leadership personnel.

5. A planning process system manual with suggested procedures for establishing one-year and five-year vocational education program development and expansion projections.

Objective IV of the project proposal, which referred to training state staff on how to incorporate segments of local planning into the state plan for vocational education was not achieved in the activities of this project, as conducted. However, Objectives I, II, III, and V of the project proposal were achieved during the duration of the project. Also, the original time line was not realistic and could not be followed due to the rather late starting date by the project coordinator.

An evaluation of the LEAP conferences utilized a nine-point Likert Scale and was administered at the end of each of the four regional LEAP conferences. The following results were obtained as participants responded by circling an appropriate figure in relation to each item on the evaluation form. Table 2 is a summary of the evaluations per regional conference. A copy of the evaluation form used at each conference is found in Appendix H.

Table 2

Summary of Vocational Education Conference Evaluations

	N.W.* (n=38)	S.W. (n=54)	S.E. (n=71)	N.E. (n=60)	Total (n=223)
1. Well-planned Agenda of Meeting	6.33	7.20	6.12	6.79	6.60
2. Understanding of Relationship between State and Local Plan	5.75	6.55	6.41	6.32	6.31
3. Meaningfulness of Manpower Supply and Demand Projections	5.70	5.97	6.06	4.97	5.68
4. Clearness of Concepts of Local Plan	6.14	7.02	6.56	6.54	6.59
5. Meaningfulness of Simulation Exercise	4.81	6.07	5.59	4.87	5.38
6. Understanding of Implementation of Local Vocational Education Planning	4.61	6.35	6.26	6.32	6.02
7. Meaningfulness of Local Planning Roundtable	5.47	6.51	5.93	5.75	5.94
8. Thoroughness of Answers to Personal Questions and Concerns on Local Vocational Planning	6.23	6.70	6.49	6.67	6.54
9. Adequacy of My Understanding of Vocational Education Programs in Relation to Planning	6.56	6.93	7.01	7.07	6.93

(Table 2, cont.)

	N.W.* (n=38)	S.W. (n=54)	S.E. (n=71)	N.E. (n=60)	Total (n=223)
10. Excellence of Registration Procedure	7.77	7.95	7.96	7.78	7.88
11. Excellence of Meals and Coffee Breaks	7.91	8.11	7.89	8.21	8.03
12. Excellence of Accomodations	8.13	8.08	7.95	8.24	8.09

* Was mailed to conference participants one (1) week after the April 1-2 meeting.

The specific products developed and outcomes achieved as a result of this project are as follows:

1. A set of reporting/planning forms with appropriate instructions which include each objective identified in the state plan and identified in the section entitled "Justification" of the project proposal were developed. These reporting/planning forms were used by local as well as state leadership personnel.

2. A set of simulation materials for three types of planning districts -- JVS, individual, and contracting -- were developed to be utilized by local as well as state leadership personnel.

3. A brochure was developed which explained the planning process, the need for such planning, and the concepts underlying the reporting/planning forms. The brochures were used by both local and state leadership personnel. A copy of the brochure is local in Appendix I.

4. Each of the 108 VEPD's in Ohio were represented at one of the regional planning meetings and have either submitted or are in the process of submitting a five-year plan to the State Department of Education, Division of Vocational Education.

Project Strengths and Weaknesses

A major strength in the project was that numerous local education agency leadership personnel met and reacted with state supervisory staff during a series of 3-day regional meetings. During these meetings, the opportunity for local and state interface was abundant. Therefore, many communication channels were developed/strengthened as a result of this project.

However, many local agency leadership personnel were not in attendance at one of the four regional meetings, but were assigned the responsibility for compiling the VEPD five-year plan by someone attending the meeting from their planning district. This has resulted in plans being submitted to the Division of Vocational Education containing inconsistencies in format and discrepancies in content. To minimize this weakness, it is suggested that a meeting of those actually assigned to compile the VEPD plan be held to explain to them the reasons

for and the procedures to be followed in completing the plan.

Another major strength of the project was that a search of the ERIC, RIE and CIJE systems was conducted and meetings with selected state supervisory staff and others were held before the development of the reporting/planning forms. Since a formal consulting committee was not assembled or utilized in the development of the reporting/planning materials, it is recommended such an activity would provide the input of a broad spectrum of educational leadership personnel, delete unnecessary data, and enhance the receptivity of the reporting/planning materials.

A major weakness of the project was the narrow time line for local education agency leadership personnel to compile and submit a comprehensive five-year plan for their VEPD. Although the original due date was extended three weeks, giving each VEPD seven weeks in which to complete a plan, many of the 108 planning districts did not submit a plan to the Division of Vocational Education by their adjusted time line. Several VEPD Superintendents/Director of Vocational Education indicated that they could have done a better job, if allowed more time. Therefore, it is suggested that 3-4 months be used as a guide when VEPD's are developing a five-year plan which is to be submitted to the State Department of Education, Division of Vocational Education.

Impact Upon Vocational Education System in Ohio

The impact of this project is difficult to determine at this time. However, this project has initiated the vast amount of local planning for vocational education which is consistent with the state plan format. Since each planning district will have developed a comprehensive plan, the summation of all 108 VEPD plans will provide state-wide total information for many purposes. The project has resulted in additional local and state communication and has provided the opportunity for further educating local leadership personnel in such topics as Career Education, Occupational Work Adjustment, and Job Training programming.

The project is expected to improve state-wide planning since state leadership personnel will have information and one-year and five-year projections including equipment and construction expenditures for each VEPD. This data will provide a basis upon which to compare state staff projections for programming via individual service area.

Since the 108 VEPD plans provide a massive amount of data, it is proposed that all or selected parts of each objective of every plan be computerized. Conceptually, an entire VEPD plan could be placed on-line and therefore, would be available to any user at all times. The planner could utilize the computer to generate state-wide totals for each objective contained in the State Plan. It is conceivable that a computer program could be written which would allow any user to combine the plans of selected VEPD's for planning purposes. Another benefit of computerization would be the ease of updating the original VEPD plan. Each VEPD could receive a print-out of their original plan. The VEPD Superintendent/Director of Vocational Education would pencil in the appropriate changes and new projections and return it to the Division of Vocational Education. A maintenance program for the computer would allow someone to easily update each VEPD plan as desired. This type of system will provide needed information to

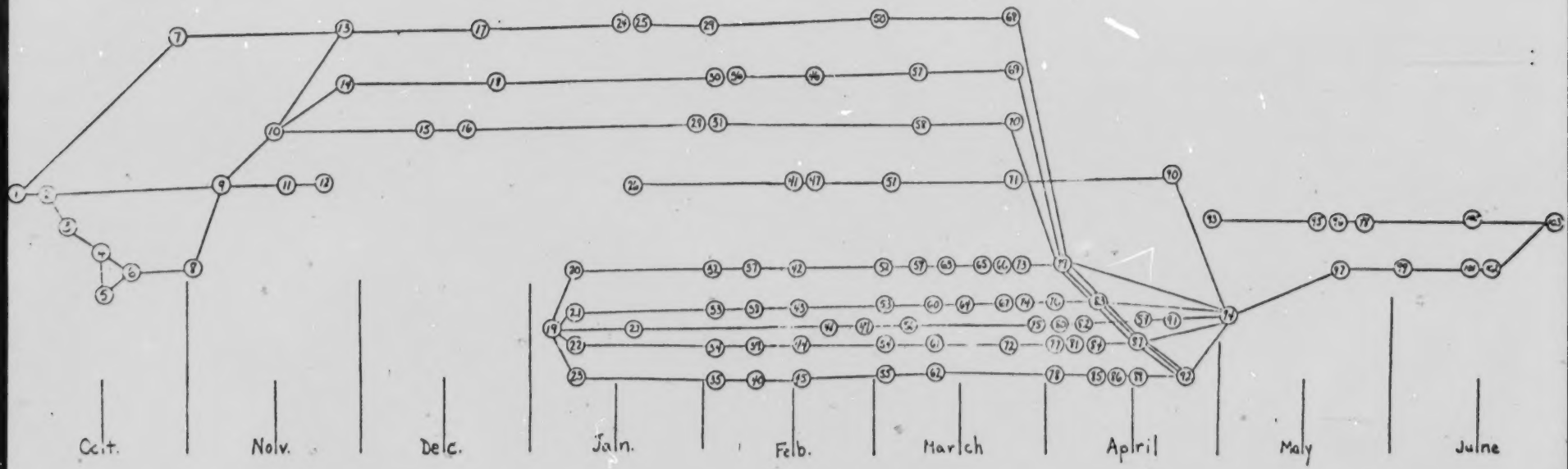
the management by objectives approach for administration in Vocational Education.

The end result of this project will be improved annual planning and five-year projections for vocational growth which is in keeping with the current guidelines for the development of the state plan as issued by the U. S. Office of Education.

APPENDIX A

PERT CLOW CHART FOR LEAP PROJECT

PERT Flow Chart for LEAP Project



PROJECT LEAP ACTIVITIES ON PERT CHART

ITEM:

1. Start Project LEAP
2. Start Search of Related Literature
3. Complete CIJE search
4. Complete ERIC search
5. Complete RIE search
6. Start reading of selected research studies
7. Start work on local planning forms
8. Finish reading research studies
9. Complete annotated bibliography
10. Start work on Simulation materials
11. Annotated bibliography typed
12. Copies of annotated bibliography given to Dr. Shoemaker and George Kosbab
13. Proposal of local planning forms to George Kosbab
14. Start work on writing instructions for the local planning forms
15. Review computerized forms in Research and Survey applicable to project
16. Proposal of simulation materials to George Kosbab
17. Meet with Dr. Shoemaker and George Kosbab to discuss project
18. Proposal of instructions for the local planning forms to George Kosbab
19. Select the conference sites-

Regional	Bowling Green/Findlay Akron/Cleveland Springfield/Dayton Zanesville	State	Columbus

20. Contact motel in N.W. Ohio - B.G. area
21. Contact motel in S.W. Ohio - Springfield area
22. Contact motel in N.E. Ohio - Akron area
23. Contact motel in S.E. Ohio - Zanesville area
24. Local Planning Forms Approved
25. Local Planning Forms to typist
26. Proposal of State Planning forms to George Kosbab
27. Contact morel in Columbus - (probably Hospitality Inn)
28. Simulation Materials approved
29. Call printer - Tom Hyde at T & I Lab, OSU
30. Instructions for local planning forms approved
31. Simulation materials to typist

PROJECT LEAP ACTIVITIES ON PERT CHART

- 2 -

ITEM:

32. Plan agenda for 1st Regional Conference
33. Plan agenda for 2nd Regional Conference
34. Plan agenda for 3rd Regional Conference
35. Plan agenda for 4th Regional Conference
36. Instructions for local planning forms to typist
37. Plan meals for 1st Regional Conference
38. Plan meals for 2nd Regional Conference
39. Plan meals for 3rd Regional Conference
40. Plan meals for 4th Regional Conference
41. State Planning Forms approved
42. Sign contract with hotel in N.W. Ohio
43. Sign contract with hotel in S.W. Ohio
44. Sign contract with hotel in N.E. Ohio
45. Sign contract with hotel in S.E. Ohio
46. Call printer at T&I lab, OSU, about instructions being printed
47. State Planning forms to typist
48. Plan agenda for state conference
49. Plan meals for state conference
50. Local planning forms to printer
51. Check with printer on state planning forms
52. Select and contact speakers for 1st Regional Conference
53. Select and contact speakers for 2nd Regional Conference
54. Select and contact speakers for 3rd Regional Conference
55. Select and contact speakers for 4th Regional Conference
56. Sign motel contract for state conference
57. Instructions for local planning forms to printer
58. Simulation materials to printer
59. Develop participant list for 1st Regional Conference
60. Develop participant list for 2nd Regional Conference
61. Develop participant list for 3rd Regional Conference
62. Develop participant list for 4th Regional Conference
63. Contact participants for 1st Regional Conference
64. Contact participants for 2nd Regional Conference

PROJECT LEAP ACTIVITIES ON PERT CHART

- 3 -

ITEM:

65. Finalize agenda for 1st Regional Conference
66. Make name tags, etc. for 1st Regional Conference
67. Finalize agenda for 2nd Regional Conference
68. Local planning forms back from printer
69. Instructions back from printer
70. Simulation materials back from printer
71. State planning forms to printer
72. Contac participants for 3rd Regional Conference
73. Affirm arrangements with motel for 1st Regional Conference
74. Make name tags, etc. for 2nd Regional Conference
75. Contact speakers for state conference
76. Affirm arrangements with motel for 2nd Regional Conference
77. Finalize agenda for 3rd Regional Conference
78. Contact participants for 4th Regional Conference
79. Hold 1st Regional Conference - N.W. Ohio
80. Contact participants for state conference
81. Make name tags, etc. for 3rd Regional Conference
82. Make name tags, etc. for state conference
83. Hold 2nd Regional Conference - S.W. Ohio
84. Affirm arrangements with motel for 3rd Regional Conference
85. Finalize agenda for 4th Regional Conference
86. Make name tags, etc. for 4th Regional Conference
87. Hold 3rd Regional Conference - N.E. Ohio
88. Affirm arrangements with motel for 4th Regional Conference
89. Finalize agenda for state conference
90. State planning forms back from printer
91. Affirm arrangements for state conference and make name tags, etc.
92. Hold 4th Regional Conference - S.E. Ohio
93. Proposal for state planning system manuals to George Kosbab
94. Hold state conference - Columbus, Ohio
95. State Planning systems manual approved
96. State planning systems manual to typist

PROJECT LEAP ACTIVITIES ON PERT CHART

- 4 -

ITEM:

97. Start writing final report
98. Call printer about state planning systems manual
99. Proposal for final report to George Kosbab
100. State planning systems manual to printer
101. Final report approved
102. Final report to typist
103. End project LEAP

APPENDIX B

REPORTING/PLANNING FORMS

VOCATIONAL EDUCATION
REPORTING/PLANNING
FORM

DIVISION OF VOCATIONAL EDUCATION
STATE DEPARTMENT OF EDUCATION
65 SOUTH FRONT STREET
COLUMBUS, OH 43215

"The activity which is the subject of this report was supported in whole or in part by the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred."

These materials are the result of EDPA Project Number 72052.

VOCATIONAL EDUCATION
REPORTING/PLANNING
FORM

DIVISION OF VOCATIONAL EDUCATION
STATE DEPARTMENT OF EDUCATION
65 SOUTH FRONT STREET
COLUMBUS, OH 43215

PREFACE

Since 1970, all school districts have formed Vocational Education Planning Districts. The Vocational Education Planning District in Ohio can be categorized as follows: 1. The individual school district which has sufficient student capacity to plan an adequate program of vocational education; 2. The contract district, which allows any number of school districts to contract for vocational education with a sponsoring school district which is responsible for providing an adequate program of vocational education; and 3. The joint vocational school district, which requires at least two school districts to join together to provide a common board of education with taxing authority for the specific purpose of providing an adequate vocational education program.

The need today for educational programming and planning is soundly being heard throughout the numerous educational communities. Vocational education is willing to meet the challenge for program planning and management for short-term and long-range planning. The State of Ohio through the State Department of Education, Division of Vocational Education, is most interested in having viable and realistic local as well as statewide planning. Through this EDPA Project, systematic local planning and programming for vocational education will be compatible with the state plan format. Systematic planning must remain an integral part of all vocational education efforts if it is to achieve the mandated mission of meeting the vocational needs of all the people.

In 1966, there were 71,446 high school students enrolled in 1,767.18 units of vocational education. Today, there are 218,590 high school students enrolled in 6,410.15 units of vocational education. Included in this number are 115,407 high school students enrolled in job training vocational programs.

The primary purpose of this EDPA Project is to develop, test and implement a planning process which will assure quality vocational education in Ohio through the combined efforts of local and state personnel. The Reporting/Planning form is designed to assist administrators, supervisors, and state personnel to plan for quality vocational education. The following Reporting/Planning form is to be used with the Reporting/Planning form instructions.

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GENERAL INFORMATION

GENERAL

Name of District Included in the Plan	Number of Students K-6 FY 74 (Including Non-Public)							
	M. Enrollment				F. Enrollment			
1	Total 2	Reg. 3	Han. 4	Dis. 5	Total 6	Reg. 7	Han. 8	Dis. 9
GRAND TOTAL								

(Including Non-Public)

Projected Number of Students K-6 FY 75								Projected Number of Students K-6 FY 79							
M. Enrollment				F. Enrollment				M. Enrollment				F. Enrollment			
Total	Reg.	Han.	Dis.	Total	Reg.	Han.	Dis.	Total	Reg.	Han.	Dis.	Total	Reg.	Han.	Dis.
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25

(Including Non-Public)

Number of Students 7-8 FY 74								Projected Number of Students 7-8 FY 75							
M. Enrollment				F. Enrollment				M. Enrollment				F. Enrollment			
Total 26	Reg. 27	Han. 28	Dis. 29	Total 30	Reg. 31	Han. 32	Dis. 33	Total 34	Reg. 35	Han. 36	Dis. 37	Total 38	Reg. 39	Han. 40	Dis. 41

(Including Non-Public)

Projected Number of Students 7-8 FY 79								Number of Students 9-10 FY 74							
M. Enrollment				F. Enrollment				M. Enrollment				F. Enrollment			
Total	Reg.	Han.	Dis.	Total	Reg.	Han.	Dis.	Total	Reg.	Han.	Dis.	Total	Reg.	Han.	Dis.
42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57

(Including Non-Public)

Projected Number of Students 9-10 FY 75								Projected Number of Students 9-10 FY 79							
M. Enrollment				F. Enrollment				M. Enrollment				F. Enrollment			
Total	Reg.	Han.	Dis.	Total	Reg.	Han.	Dis.	Total	Reg.	Han.	Dis.	Total	Reg.	Han.	Dis.
58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73

(Including Non-Public)

Number of Students (16 yrs. old or over) FY 74								Projected Number of Students (16 yrs. old or over) FY 75							
M. Enrollment				F. Enrollment				M. Enrollment				F. Enrollment			
Total	Reg.	Han.	Dis.	Total	Reg.	Han.	Dis.	Total	Reg.	Han.	Dis.	Total	Reg.	Han.	Dis.
74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89

(Including Non-Public)

Projected Number of Students (16 yrs. old or over) FY 79								% of Grads. Actually Entering Baccalaureate or Associate Degree Programs FY 74	Projected % of Grads. Entering Baccalaureate or Associate Degree Programs FY 75	Projected % of Grads. Entering Baccalaureate or Associate Degree Programs FY 79
M. Enrollment				F. Enrollment						
Total 90	Reg. 91	Han. 92	Dis. 93	Total 94	Reg. 95	Han. 96	Dis. 97	98	99	100

% of students for which Voc. Ed. is provided FY 74	Projected % of students for which Voc. Ed. will be provided FY 75	Projected % of students for which Voc. Ed. will be provided FY 79	No. of students for which Voc. Ed. is provided FY 74	Projected No. of students for which Voc. Ed. will be provided FY 75	Projected No. of students for which Voc. Ed. will be provided FY 79
101	102	103	104	105	106

% of Graduates Leaving the School District to Secure Employment			District Tax Valuation		
FY 74	FY 75	FY 79	FY 74	FY 75	FY 79
107	108	109	110	111	112

Number of People Living in School District		
FY 74	FY 75	FY 79
113	114	115

THE PROJECTIONS PERTAINING TO GENERAL INFORMATION ARE SUPPORTED BY THE FOLLOWING:

OBJECTIVE -

ASSUMPTIONS -

JUSTIFICATION -

OTHER CONSIDERATIONS -

OBJECTIVE I

Table 3:--Annual and Long-Range Planning and Budgeting

Elementary Level

Objective No. 1

General Population

The rational for this objective is based on the assumption that students must be motivated to making choices in occupational areas open for employment as expressed in Table 1, based on Ohio's population expressed in Table 2.

Goals	Objectives	Outcomes FY 1973	1974	1978
To provide for the development of career education programs for persons who need aid in the selection of, and preparation for, employment in all vocational areas.	To provide by 1981 a career motivation program for all youth at the elementary school level which will encourage constructive work attitudes adjusted to 1978 to provide for 786,825 or 62.9% of the 1,249,904 students, at the K-6 grade level.	74,345	85,008	786,825

Activities

Administration and Supervision - Employ the necessary staff at state and local levels to coordinate and administer a career motivation program. C Project in research.

Operation - Provide funds to local schools to help defray the extra classroom cost of the program. C, D, and State projects.

Personnel Development - Conduct pre-service and in-service programs for professional development through workshops and seminars. EPDA.

Curriculum Development - Develop curriculum guides for teacher and coordinator use in the local schools. Completed in 1973.

Evaluation - Assess and disseminate information regarding the attainments and attitudes obtained by students. C Project in research.

Research - Provide career motivation programs with various curriculum components and study of the relative value of the various curriculums upon the pupils' concepts of careers. EPDA.

Benefits

Students will learn to respect all work.

Students will develop a positive attitude toward participation in the world of work.

Students will become more aware of the role of work in their communities and the work in general.

The elementary school curriculum will become more relevant to our technological society in which the students are expected to become productive and contributing citizens.

The curriculum will become more flexible for change by integrating a career motivation program relevant to the change in a technological society.

The most appropriate components for a career motivation curriculum will be built into a career education program for pupils.

(Revision 5/73)

OBJECTIVE I

Name of District Included in the Plan	Number of Students K-6 Involved in Career Motivation Program FY 74 (Including Non-Public)							
	M. Enrollment				F. Enrollment			
1	Total 2	Reg. 3	Han. 4	Dis. 5	Total 6	Reg. 7	Han. 8	Dis. 9
GRAND TOTAL								

(Including Non-Public)

Projected Number of Students K-6 Involved in Career Motivation Program FY 75								Projected Number of Students K-6 Involved in Career Motivation Program FY 79							
M. Enrollment				F. Enrollment				M. Enrollment				F. Enrollment			
Total	Reg.	Han.	Dis.	Total	Reg.	Han.	Dis.	Total	Reg.	Han.	Dis.	Total	Reg.	Han.	Dis.
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25

THE PROJECTIONS PERTAINING TO OBJECTIVE I ARE SUPPORTED BY THE FOLLOWING:

OBJECTIVE -

ASSUMPTIONS -

JUSTIFICATION -

OTHER CONSIDERATIONS -

OBJECTIVE II

Table 3:--Annual and Long-Range Planning and Budgeting

Secondary Level | Objective No. 2 | General Population

The rationale for this objective is based on the assumption that students have to progress in development ways along the career continuum through orientation towards the employment market expressed in Table 1, based on Ohio's population expressed in Table 2.

Goals	Objectives	Outcomes FY 1973	1974	1978
To provide for the development of career education programs for persons who need aid in the selection of, and preparation for, employment in all vocational areas.	To provide by 1981 a career orientation program for all youth 12 and 13 years of age to build a basis for a career exploration program realistic in light of all the circumstances surrounding them and the actual and potential labor market demands for gainful employment adjusted to 1978 to provide for 233,133 or 63.0% of the 369,775 students, at the 7th and 8th grade level or 12 and 13 years of age.	26,611	30,309	233,133

Activities

Administration and Supervision - Employ the necessary staff to administer and coordinate the career orientation program at the local and state level. C Project in research.

Operation - Provide funds to local schools to help defray the extra classroom cost of the program. C, D, and State Projects.

Personnel Development - Provide structural pre-service and in-service activities for professional growth and development. EDPA.

Curriculum Development - Develop instructional materials and guidelines for students, teachers and administrative personnel. Completed in 1973.

Guidance and Counseling - Provide standardized measures to students to obtain a self-awareness for their career decisions. OVIS a part of evaluation costs in PRIDE.

Research - Provide career orientation programs with various curriculum components and study of the relative value of the various curriculums upon the pupils concepts of careers. EPDA.

Benefits

The students will obtain an understanding of the many occupations available in our economy.

The curriculum will focus more upon the individual as each prepares to enter the working society which in turn will require greater emphasis upon individualized instruction.

Students will obtain a broader perspective of their personal patterns and the creative aspects of the world of work regarding people, data and things.

The curriculum will become more flexible as technological and society forces effective change resulting in a more relevant program of instruction.

The most appropriate compontents for a career orientation curriculum will be built into a career education program for pupils.

(Revision 5/73)

OBJECTIVE II

Name of District Included in the Plan	Number of Students 7-8 Involved in Career Orientation Program FY 74 (Including Non-Public)							
	M. Enrollment				F. Enrollment			
1	Total 2	Reg. 3	Han. 4	Dis. 5	Total 6	Reg. 7	Han. 8	Dis. 9
GRAND TOTAL								

(Including Non-Public)

Projected Number of Students 7-8 Involved in Career Orientation Program FY 75								Projected Number of Students 7-8 Involved in Career Orientation Program FY 79							
M. Enrollment				F. Enrollment				M. Enrollment				F. Enrollment			
Total	Reg.	Han.	Dis.	Total	Reg.	Han.	Dis.	Total	Reg.	Han.	Dis.	Total	Reg.	Han.	Dis.
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25

THE PROJECTIONS PERTAINING TO OBJECTIVE II ARE SUPPORTED BY THE FOLLOWING:

OBJECTIVE -

ASSUMPTIONS -

JUSTIFICATION -

OTHER CONSIDERATIONS -

OBJECTIVE III

Table 3:--Annual and Long-Range Planning and Budgeting

Secondary Level | Objective No. 3 | General Population

The rationale for this objective is based on the assumption that the students must have real experiences in exploring the occupations indicated in Table 1, and that the population expressed in Table 2 becomes the base for planning.

Goals	Objective	Outcome FY 1973	1974	1978
To provide for the development of career education programs for persons who need aid in the selection of, and preparation for, employment in all vocational areas.	To provide by 1981 a career exploration program for all youth 14 and 15 years of age adjusted to 1978 to provide for 247,071, or 62.7% of the 394,032 students, at the 9th and 10th grade level or 14 and 15 years of age.	22,529	25,658	247,071

Activities

Operation - Provide funds to local schools to help defray the extra classroom cost of the programs. C Project in research.

Administration and Supervision - Employ at the local level and state level personnel to insure a quality program of career exploration. C, D, and State Projects.

Guidance and Counseling - Institute a self-understanding concept for students to select the instructional program (vocational or pre-professional) best suited to their interest, aptitudes, and desires. OVIS/GATB format in projects with VCI in PRIDE.

Personnel Development - Develop leadership, personnel in the classroom, school district, and state level of operation through pre-service and in-service programs of personnel development. EPDA.

Curriculum - Develop instructional materials to be used by the individual student, teacher and administration for a quality program. Revising guide in 1974, EPDA.

Research - Research tests for predictive measures for training needs and pre-enrollment information for students to make wise career decisions.

Evaluation - Assess the process and product of the career exploration program for effectiveness and efficiency of operation. C Project in research.

(Revision 5/73)

Benefits

Students will obtain a broad perspective of self in relation to career choice and educational plans.

Students will be able to make a choice of a career effort by age 16.

Students will learn to respect those who work.

The curriculum will focus upon the individual and the current and projected employment market, both locally and nationally.

The curriculum and instruction will become flexible for reaching individual needs and differences as career decisions become more specific.

All disciplines will relate to the world of work in an advancing technological society.

The most appropriated components for a career exploration curriculum will be built into a career education program for pupils.

Activities (Continued)

Research - Provide career exploration programs with various curriculum components and study of the relative value of the various curriculum upon the pupils concepts of careers. 11-12 pre-postsecondary students in C Project.

OBJECTIVE III

Name of District Included in the Plan	Number of Students 9-10 Involved in Career Exploration Program FY 74 (Including Non-Public)							
	M. Enrollment				F. Enrollment			
1	Total 2	Reg. 3	Han. 4	Dis. 5	Total 6	Reg. 7	Han. 8	Dis. 9
GRAND TOTAL								

(Including Non-Public)

Projected Number of Students 9-10 Involved in Career Exploration Program FY 75								Projected Number of Students 9-10 Involved in Career Exploration Program FY 79							
M. Enrollment				F. Enrollment				M. Enrollment				F. Enrollment			
Total	Reg.	Han.	Dis.	Total	Reg.	Han.	Dis.	Total	Reg.	Han.	Dis.	Total	Reg.	Han.	Dis.
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25

THE PROJECTIONS PERTAINING TO OBJECTIVE III ARE SUPPORTED BY THE FOLLOWING:

OBJECTIVE -

ASSUMPTIONS -

JUSTIFICATION -

OTHER CONSIDERATIONS -

OBJECTIVE IV

Table 3:--Annual and Long-Range Planning and Budgeting

Secondary Level | Objective No. 4 | Disadvantaged Population

The rationale in this objective is based on the assumption that a portion of the 14-15 year old youth are drop-out prone as identified in Table 2, and must have special treatment at that period in time to help them develop better attitudes including attitude toward work in the identified occupations in Table 1.

Goals	Objectives	Outcomes FY 1973	1974	1978
To provide vocational cooperative education programs for students who could profit from a cooperative arrangement between the school and employer for instruction and especially those students who are school dropout prone or could benefit from financial assistance.	To provide by 1981 an occupational work adjustment program for all dropout prone youth below the age of 16 years, adjusted to 1978 to provide for 25,675, or 35.6% of the 72,014 dropout prone students, which equals 18.3% of the youth in the 9th and 10th grade level or below the age of 16 years.	6,197	7,277	25,675

Activities

Operation - Provide financial assistance for the instructional and other costs for the program. In Disadvantaged B4.

Administration and Supervision - Employ the necessary professional personnel in the local and state education agencies to provide a quality program. In Administrative contracts.

Personnel Development- Provide for preservice and in-service education of personnel. In Teacher Education Contracts = 2 in 9C.

Curriculum - Develop curriculum materials for use by the student, teacher, and administrator to insure the maximum potential. In Ancillary.

Evaluation - Evaluate the product, process and cost of occupational work adjustment programs. In C research PRIDE.

Benefits

The curriculum will discourage the dropout prone youth from withdrawing from school by changing his individual potential in the changing technological society.

Students will obtain considerable insight of themselves, of employment, and the changing local and national labor market as a basis for a better vocational or pre-professional career choice.

The retention rates of schools will be increased thereby increasing the number of students prepared for work at the termination of their education.

There will be fewer recipients of relief as a result of more adults prepared for work.

(Revision 5/73)

OBJECTIVE IV

Name of District Included in the Plan	Number of Students Under 16 Years of Age and Eligible for OWA FY 74 (Including Non-Public)							
	M. Enrollment				F. Enrollment			
1	Total 2	Reg. 3	Han. 4	Dis. 5	Total 6	Reg. 7	Han. 8	Dis. 9
GRAND TOTAL								

(Including Non-Public)

Projected Number of Students Under 16 Years of Age and Eligible for OWA FY 75								Projected Number of Students Under 16 Years of Age and Eligible for OWA FY 79							
M. Enrollment				F. Enrollment				M. Enrollment				F. Enrollment			
Total	Reg.	Han.	Dis.	Total	Reg.	Han.	Dis.	Total	Reg.	Han.	Dis.	Total	Reg.	Han.	Dis.
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25

THE PROJECTIONS PERTAINING TO OBJECTIVE IV ARE SUPPORTED BY THE FOLLOWING:

OBJECTIVE -

ASSUMPTIONS -

JUSTIFICATION -

OTHER CONSIDERATIONS -

OBJECTIVE V

Table 3:--Annual and Long-Range Planning and Budgeting

Secondary Level

Objective No. 5

General Population

The rationale of this objective is based on the assumption that the occupations listed in Table 1 are the target areas of employment, including replacement needs; that target persons in Table 2 shall have job training opportunities available to them; that programs will be designed for various age and job levels; that emerging occupations will be covered even though not showing on available demand tables; and that the four facets of Vocational Education program operation (Curriculum, Facilities & Equipment, Staff, and Students) will be included in the funding for impact, following implementation and simultaneous with Objectives 1, 2, and 3. In addition, the State Board of Education has established standards requiring 40% of all 11-12th graders in Vocational Education by FY75.

Goals	Objectives	Outcomes FY 1973	1974	1978
To provide vocational education programs for high school students. These include programs to prepare for advanced or highly skilled post-secondary vocational and technical education programs; for persons who have academic, socio-economic, or other handicaps that prevent them from succeeding in a regular vocational education program; and for handicapped persons who, because of their handicap, cannot succeed in a regular vocational education program without special educational assistance or who require a modified vocational education program.	To provide by 1975 a preparatory job training vocational education program for 40% of all the high school youth 16 years of age and above, and other qualified groups, adjusted to 1978 to provide for 187,824 or 45.0% of the 416,929 students at the 11th and 12th grade level or 16 years of age and above, and other qualified groups. This includes 75% of the disadvantaged school youth who have academic, socio-economic or other handicaps that prevent them from succeeding in a regular vocational education program adjusted to 1978 to provide for 58,928 or 75% of the 62,539 disadvantaged school youth which equals 15% of all youth at the 11th and 12th grade level, or 16 years of age and above. It also includes 50% of the handicapped high school youth, who because of their handicap, cannot succeed in a regular vocational education program adjusted to 1978 to provide for 20,846, or 50% of the 41,693 handicapped school youth which equals 10% of all youth at the 11th and 12th grade level or 16 years of age and above.	106,972	118,994	187,824

Activities

Operation - Provide partial reimbursement for the instructional and other costs of the program. B1 and State Foundation.

Cooperative Vocational Education - Establish, as local needs and information indicates, cooperative vocational education programs to reach the needs and interest of individuals desiring vocational job training programs. B1 and State Foundation.

Construction - Build and equip educational facilities to meet the needs of job training programs in order to insure quality vocational education. B6.

Benefits

Society and industry will receive a greater supply of qualified manpower.

There will be fewer unprepared unemployed.

Handicapped and disadvantaged youth, as well as regular secondary students, will have the opportunity to select a vocational offering best suited to their interests, aptitudes and desires for entering the labor market in our technological society.

Students will be prepared to enter areas of employment with the necessary job skills, knowledge, and attitudes for successful performance as a contributing member of society.

(Revision 5/73)

Table 3:--Annual and Long-Range Planning and Budgeting (Continued)

Objective No. 5 (Continued)

Activities	Budget FY 74 Federal	Budget FY 74 State and Local	Benefits
Administration and Supervision - Employ the necessary administrative personnel at state and local level to provide the leadership and coordination for sound educational programming and development. 9a			The curriculum will become broader in terms of program choices and thereby become relevant to the needs of individuals and employment opportunities in the community.
Personnel Development - Conduct the necessary pre-service and in-service educational programs and workshops for preparing and upgrading the educational personnel responsible for quality vocational education. EPDA.			
Curriculum - Develop curricula activities to insure that students achieve the necessary job skills, technical knowledge and attitudes for successful entry into the occupational field of their choice. 9e.			
Guidance and Counseling - Employ professionally trained counselors to assist students through their vocational education program and aid with job placement. B7			
Exemplary - Disseminate information regarding programs of an exemplary nature for all school personnel to relate for a balanced program of vocational education. C			
Research - Conduct continuous research studies to determine new occupational areas for which job training can and should be provided for students at the 11th and 12th grades. C			
Evaluation - Continue the implementation of a sound vocational education program review for the improvement, development and expansion of vocational education by examining the process of education, the educational product, and the financial outlay for conducting job training programs. C.			

(Revision 5/73)

OBJECTIVE V

Name of District Included in the Plan	Names of Programs Offered FY 74		Number of Approved Vocational Units	Number of Classes
	Taxonomy Number	Program Type	FY 74	FY 74
1	2		3	4
GRAND TOTAL				

Enrollment FY 74								Number of Vocational Reimbursed Personnel FY 74			
M. Enrollment				F. Enrollment							
Total	Reg.	Han.	Dis.	Total	Reg.	Han.	Dis.	Superintendent	Director	Supervisor	Counselor
5	6	7	8	9	10	11	12	13	14	15	16

Replacement Equipment Cost FY 74	Date Program will be Phased Out	Names of New Programs to be Offered by FY 75		Projected Number of Approved Vocational Units FY 75	Projected Number of Classes FY 75
		Taxonomy Number	Program Type		
17	18	19		20	21

Projected Enrollment FY 75								Projected Number of Vocational Reimbursed Personnel FY 75			
M. Enrollment				F. Enrollment							
Total	Reg.	Han.	Dis.	Total	Reg.	Han.	Dis.	Superintendent	Director	Supervisor	Counselor
22	23	24	25	26	27	28	29	30	31	32	33

Projected Floor Space (necessary sq. ft.) FY 75		Projected Replacement Equipment Cost FY 75	Names of New Programs to be Offered by FY 79		Projected Number of Approved Vocational Units FY 79	Projected Number of Classes FY 79
Shop or Lab	Related Classroom		Taxonomy Number	Program Type		
34	35	36	37		38	39

Projected Enrollment FY 79								Projected Number of Vocational Reimbursed Personnel FY 79			
M. Enrollment				F. Enrollment							
Total 40	Reg. 41	Han. 42	Dis. 43	Total 44	Reg. 45	Han. 46	Dis. 47	Superintendent 48	Director 49	Supervisor 50	Counselor 51

Projected Floor Space (Necessary sq. ft.) FY [redacted]77		Projected Equipment Costs And Initial Year Of Operation				
Shop or Lab	Related Classroom	FY 75	FY 76	FY 77	FY 78	FY 79
52	53	54	55	56	57	58

THE PROJECTIONS PERTAINING TO OBJECTIVE V ARE SUPPORTED BY THE FOLLOWING:

OBJECTIVE -

ASSUMPTIONS -

JUSTIFICATION -

TOTAL BUILDING AND EQUIPMENT COSTS -

To determine total building space, use the following procedure:

1. Add the square feet of all vocational labs and shops reported in item(s) 34 and 52 and enter the total on line 1 of Summary of Space Requirements.

2. Add the square feet of all vocational related classrooms reported in item(s) 35 and 53 and enter the total on line 2 of Summary of Space Requirements.

3. Estimate the total square feet of administration space, instructional resource, and cafeteria, if applicable, and enter on line 3 of Summary of Space Requirements.

4. Compute subtotal square feet by adding lines 1 through 3 and enter total on line 4 of Summary of Space Requirements.

5. Compute the Total Vocational Building Space, according to the directions contained in line 5 of Summary of Space Requirements.

6. Estimate the total square feet of academic classrooms (700 sq. ft.) and labs, if applicable, and enter on line 6 of Summary of Space Requirements.

7. Add lines 5 and 6 of Summary of Space Requirements and enter the total building space figure on line 7 of Summary of Space Requirements.

To determine the total estimated costs, use the following procedure:

1. Estimate the cost, if applicable, of each of items 1 through 3 of Cost Estimate Figures for the Complete Building, and enter totals on the appropriate line of Cost Estimate Figures for the Complete Building.

2. To determine the construction and fixed equipment costs (item 4), multiply $25 by the total vocational building space (item 5) in Summary of Space Requirements and enter the total on line 4 of Cost Estimate Figures for the Complete Building.

3. Estimate the cost, if applicable, of each of items 5 through 7 of Cost Estimate Figures for the Complete Building and enter totals on the appropriate line of Cost Estimate Figures for the Complete Building.

4. Compute the total estimated costs by adding lines 1 through 7 of Cost Estimate Figures for the Complete Building.

(64 continued)

Summary of Space Requirements

	Square Ft.
1. Vocational labs/shops	
2. Vocational related classrooms	
3. Administration Space - Instructional Resource - Cafeteria	
4. Subtotal Square Feet	
5. Total Vocational Building Space (line 4 divided by .7; to provide for halls, service, etc.)	
6. Academic Classrooms & labs	
7. TOTAL BUILDING SPACE	

Cost Estimate Figures for the Complete Building

1. Site	$
2. Site Improvement	
3. Utilities	
4. Construction and Fixed Equipment (at $25 per sq. ft.)	
5. Loose Equipment (Items 54-58)	
6. Architects' Fees (Estimated 7% of items 2,3,4)	
7. Miscellaneous and Legal Fees (5% of item 4 above)	
Total Estimated Cost	$

ESTIMATED SPACE REQUIREMENTS AND
EQUIPMENT COSTS FOR VARIOUS AGRICULTURAL
EDUCATION FACILITIES

PROGRAM	SUGGESTED SQUARE FEET	RELATED ROOM	ESTIMATED EQUIPMENT COST
Agribusiness	1,200	-	$ 7,000
Agricultural-Industrial Equipment	6,000	2/3	36,000
Agricultural Environmental Protection	1,500	2/3	40,000
Animal Production and Care	2,400	2/3	30,000
Basic Horticulture and Floriculture - Florist Shop Operation			
-- Laboratory	2,000	2/3	30,000
-- Greenhouse	3,500		
-- Lath House	720		
Basic Horticulture and Landscaping and Turf Management			
-- Laboratory	2,400	2/3	35,000
-- Greenhouse	3,000		
-- Lath House	1,500		
Basic Horticulture and Horticulture Mechanics			
-- Laboratory	3,500	2/3	32,000
-- Greenhouse	3,000		
-- Lath House	720		
Basic Horticulture and Nursery Production and Garden Center Operation			
-- Laboratory	2,000	2/3	30,000
-- Greenhouse	3,000		
-- Lath House	2,000		
Farm Business Management	3,000	2/3	24,000
Food Processing	3,000	2/3	30,000
Forestry	3,200	2/3	90,000
Production Agriculture	2,400	2/3	24,000
Resource Conservation and Recreation	3,000	2/3	22,000
Youth with Special Needs	800	-	1,600

ESTIMATED SPACE REQUIREMENTS AND
EQUIPMENT COSTS FOR VARIOUS BUSINESS
AND OFFICE EDUCATION FACILITIES

PROGRAM	SUGGESTED SQUARE FEET	RELATED ROOM	ESTIMATED EQUIPMENT COST
Accounting and Computing			
(Machine Oriented)	2,200	2/3	$ 65,000
(Clerical Oriented)	1,600	2/3	43,000
Clerk-Stenographer	1,600	2/3	42,000
Clerk-Typist	1,600	2/3	50,000
Cooperative Office Education	1,100	-	33,000
Correspondence Clerk (Information Communication)	1,600	2/3	80,000
Data Processing	2,500	2/3	100,000
*General Clerical	1,600	2/3	42,000
Office Duplicating	2,250	2/3	80,000
Office Machines	1,850	2/3	60,000
Secondary Instructional Aide (Personnel, Training and Related)	1,650	2/3	65,000
Supervisor/Management	1,850	2/3	42,000
Transportation Clerk (Materials Support)	1,850	2/3	60,000

* Use these requirements for Clerical Services, Work Experience in Business, and CORE.

ESTIMATED SPACE REQUIREMENTS AND
EQUIPMENT COSTS FOR VARIOUS DISTRIBUTIVE
EDUCATION FACILITIES

PROGRAM	SUGGESTED SQUARE FEET	RELATED ROOM	ESTIMATED EQUIPMENT COST
Distributive Education	1,850	-	$ 8,500
General Merchandising	1,850	-	8,500
Occupational Work Adjustment	800	-	1,200
Performing Arts	3,600	2/3	82,500
Petroleum Service	1,850	2/3	8,500
Radio, TV Broadcasting Arts	3,000	-	82,500
Specialized Department Store	1,850	-	8,500
Super Market Management	1,850	2/3	14,500
Warehousing	1,850	2/3	12,000

ESTIMATED SPACE REQUIREMENTS AND
EQUIPMENT COSTS FOR VARIOUS HEALTH
OCCUPATION EDUCATION FACILITIES

PROGRAM	SUGGESTED SQUARE FEET	RELATED ROOM	ESTIMATED EQUIPMENT COST
Dental Assistant	2,500	2/3	$ 25,000
Dental Lab Assistant	2, 00	2/3	35,000
Medical Assistant	2, 00	2/3	25,000
Medical Lab Assistant	2,500	2/3	45,000
Prictical Nursing	2,500	2/3	25,000
D.H.O.	2,500	2/3	20,000
D.C.H.O.	800	-	1,500

Revised 2/1/74

ESTIMATED SPACE REQUIREMENTS AND
EQUIPMENT COSTS FOR HOME ECONOMICS
EDUCATION FACILITIES

PROGRAM	SUGGESTED SQUARE FEET	RELATED ROOM	ESTIMATED EQUIPMENT COST
Baker	4,800	2/3	$ 70,000
#Catering	1,500	2/3	35,000
Child Care - Inside Area - Outside Area	3,500 2,400	2/3	15,000
%Community and Home Service	3,000	2/3	28,000
+Fabric Service	3,500	2/3	44,000
*Food Service (Cafeteria and Senior Kitchen)			
A. Kitchen (Major Appliances)	6,300	2/3	75,000
Loose Equipment (Cafeteria & Senior Kitchen			12,000
Dining Room Furnishings			5,000
Cafeteria Furnishings			12,500
		TOTAL	105,000
A B. Restaurant and Student Kitchen Laboratory (Independent of Cafeteria)	4,250	2/3	80,000
Multi-Area Cooperative	900	--	1,200
Upholstery	4,800	2/3	55,000

The cost of this program is to supplement an existing institutional kitchen.

% The cost of the program depends upon the curriculum offered: Fast Foods; Industrial Clothing; Health Care; and Institutional Housekeeping.

+ The cost of the program depends upon the curriculum offered: Alterations; Drapery, Slipcovers; Dry Cleaning; Laundry; and Tailoring.

* The cost of the program depends upon the comprehensiveness of the curriculum offered.

Revised 2/1/74

ESTIMATED SPACE REQUIREMENTS AND
EQUIPMENT COSTS FOR VARIOUS TRADE AND
INDUSTRIAL EDUCATION FACILITIES

PROGRAM	SUGGESTED SQUARE FEET	RELATED ROOM	ESTIMATED EQUIPMENT COST
Air Conditioning and Heating	3,500	2/3	$ 30,000
Aircraft Maintenance (A & P)	11,000	2/3	100,000*
Appliance Repair	3,000	2/3	12,000
Auto Body Mechanics	6,000	2/3	25,000
Auto Mechanics	6,000	2/3	28,000
Auto Servicing	6,000	2/3	30,000
Building Maintenance	4,000	2/3	15,000
Business Machine Repair	2,400	2/3	12,000
Carpentry	5,000	2/3	15,000
Commercial Art	2,400	2/3	14,000
Cosmetology	3,000	2/3	15,000
Deisel Mechanics	6,500	2/3	35,000
Drafting	2,400	2/3	15,000
Diversified Cooperative Training	800	-	1,500
Electrical, Industrial	2,400	2/3	50,000
Electrical, Lineman	3,000	2/3	80,000
Electronics, Communications	2,400	2/3	50,000
Electronics, Industrial	2,400	2/3	50,000
Industrial Laboratory Assistant	3,500	2/3	30,000
Industrial Maintenance Mechanic	3,500	2/3	35,000
Machine Shop	5,000	2/3	200,000
Masonry	3,000	2/3	8,000

Trade and Industrial Education Facilities
(Continued)

PROGRAM	SUGGESTED SQUARE FEET	RELATED ROOM	ESTIMATED EQUIPMENT COST
Marine	6,000	2/3	$ 50,000
Metal Fabrication	3,000	2/3	20,000
Mining	5,000	2/3	75,000**
Mobile Home Servicing	8,000	2/3	45,000
Occupational Work Experience	800	-	1,500
Occupational Laboratory	3,000	2/3	20,000
Painting and Decorating	3,000	2/3	10,000
Plastics	5,000	2/3	100,000**
Plumbing	2,400	2/3	12,000
Printing	4,000	2/3	85,000
Sheet Metal	3,000	2/3	16,000
Small Engine Repair	3,500	2/3	15,000
Tele-Communications	3,000	2/3	50,000**
Welding	4,000	2/3	30,000

* Does not reflect cost of airworthy aircraft.

** Does not include necessary industry contributions.

Revised 2/1/74

OBJECTIVE VII

Table 3:--Annual and Long-Range Planning and Budgeting

Adult Level | Objective No. 7 | General Population

The rationale of this objective is based on the assumption that a portion of all adult workers will need some form of training, up-grading, and retraining in the occupations of Table 1.

Goals	Objectives	Outcomes FY 1973	1974	1978
To provide vocational education programs for persons who have already entered the labor market and who need training or retraining to achieve stability or advancement in employment.	To provide by 1982 retraining and upgrading vocational education programs for 7% of all adult workers, adjusted to 1978 to provide for 253,678, or 5.1% of the 5,113,400 adult workers.	148,980	167,913	253,678

Activities

Operation - Assist local schools in defraying expenses of providing vocational instruction. Part B and State.

Construction - Assist local schools in providing physical facilities for vocational programs. Appalachia--where applicable.

Administration and Supervision - Employ the necessary adult education personnel to insure breadth and quality of vocational education programs. Part B9a.

Personnel Development - Provide pre-service and in-service professional programs for teachers and supervisors of adult vocational education. Part B9c.

Curriculum Development - Develop curriculum materials for the adult learner and instructional staff for implementing quality instructional programs. Part B9e.

Research - Design and implement a sound adult vocational education program review for the improvement, development and expansion of adult vocational education by examining the process of education. C - PRIDE.

*Plus 4,881,832 of Federal manpower on continuation basis.

Benefits

Adult learners will be able to upgrade themselves in their present occupation or receive pre-employment training in keeping with personal needs and abilities and the labor market demands and changes.

Curricula offerings will be based upon an occupational analysis to meet the expressed interests of the adult worker.

The efficiency of the labor force will be increased

The quality of the labor force will be upgraded.

Recipients of relief will become constructive, producing citizens.

The adult program will focus on the individual as each prepares to enter the working society which in turn will require greater emphasis upon individualized instruction.

(Revision 5/73)

OBJECTIVE VII

Name of District Included in the Plan	Names of On-going Vocational Programs for Adults FY 74 Taxonomy Number / Program Type	Number of Approved Units FY 74	Number of Adult Ed. Classes FY 74
1	2	3	4
GRAND TOTAL			

Enrollment in On-going Adult Vocational Education Classes FY 74								Projected Names of Programs Offered Adults by FY 75 Taxonomy Number / Program Type	Projected Number of Approved Units FY 75	Projected Number of Adult Ed. Classes FY 75
M. Enrollment				F. Enrollment						
Total 5	Reg. 6	Han. 7	Dis. 8	Total 9	Reg. 10	Han. 11	Dis. 12	13	14	15

Projected Enrollment in Adult Education Classes FY 75								Projected Names of Programs Offered Adults by FY 79		Projected Number of Approved Units	Projected Number of Adult Ed. Classes
M. Enrollment				F. Enrollment				Taxonomy Number	Program Type		
Total	Reg.	Han.	Dis.	Total	Reg.	Han.	Dis.			FY 79	FY 79
16	17	18	19	20	21	22	23	24		25	26

Projected
Enrollment in Adult Education Classes

FY 79

M. Enrollment				F. Enrollment				
Total 27	Reg. 28	Han. 29	Dis. 30	Total 31	Reg. 32	Han. 33	Dis. 34	

THE PROJECTIONS PERTAINING TO OBJECTIVE VII ARE SUPPORTED BY THE FOLLOWING:

OBJECTIVE -

ASSUMPTIONS -

JUSTIFICATION -

OTHER CONSIDERATIONS -

OBJECTIVE IX

Table 3:--Annual and Long-Range Planning and Budgeting

Secondary Level | Objective No. 9a | General Population

The program emphasis in this objective is based on the concept that girls will serve in the dual role of wage earners and homemakers and need special training to serve these roles.

Goals	Objectives	Outcomes FY 1973	1974	1978
To provide vocational home economics consumer and homemaking education programs for persons who are or may become both homemakers and wage earners.	To provide by 1985 a 2 year vocational home economics consumer and homemaking education program for all high school girls which will prepare them for the role of homemaker in the dual role of homemaker and wage earner, adjusted to 1978 to provide for 130,136, or 71.7% of 362,883 girls at the 9th through 12th grade level.	87,247	96.057	130,136

Activities

Operation - Provide financial assistance to local school to develop and operate consumer and homemaking programs for high school pupils. Part F and State Foundation.

Administration and Supervision - Employ the necessary personnel to implement and maintain quality consumer and homemaking programs for the high school pupil. Part F.

Personnel Development - Upgrade and train teachers and administrators for leadership positions in the development and expansion of consumer and homemaking programs. 9C Ancillary.

Curriculum Development - Develop and expand curriculum guides and materials for students, teachers, and administrative personnel. 9a Ancillary.

Benefits

The ability of the family to extend themselves with confidence within the economic and social structure of our technological society will be improved.

Girls enrolled will be better prepared to manage a home and rear a family.

Consumer education will assist the economy of the home by improving home management and consumer practices.

(Revision 5/73)

OBJECTIVE IX

Name of District Included in the Plan	Number of Students Enrolled in Consumer Economics and Homemaking Ed. (Dual Role) FY 74							
	M. Enrollment				F. Enrollment			
1	Total 2	Reg. 3	Han. 4	Dis. 5	Total 6	Reg. 7	Han. 8	Dis. 9
GRAND TOTAL								

Projected Number of Students Enrolled in Consumer Economics and Homemaking Ed. (Dual Role) FY 75								Projected Number of Students Enrolled in Consumer Economics and Homemaking Ed. (Dual Role) FY 79							
M. Enrollment				F. Enrollment				M. Enrollment				F. Enrollment			
Total	Reg.	Han.	Dis.	Total	Reg.	Han.	Dis.	Total	Reg.	Han.	Dis.	Total	Reg.	Han.	Dis.
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25

THE PROJECTIONS PERTAINING TO OBJECTIVE IX ARE SUPPORTED BY THE FOLOWING

OBJECTIVE -

ASSUMPTIONS -

JUSTIFICATION -

OTHER CONSIDERATIONS -

OBJECTIVE X

Table 3:--Annual and Long-Range Planning and Budgeting

Objective No. 9b

General Population

Adult Level

The rationale of this objective is based on the assumption that the adults listed in Table 2 will need the equivalent of 1 years of homemaking education in their lifetime.

Goals	Objectives	Outcomes FY 1973	1974	1978
To provide vocational home economics consumer and homemaking education programs for persons who are or may become both homemakers and wage earners.	To provide by 1985 a vocational home economics consumer and homemaking education program for women which will prepare them for the role of homemaker in the dual role of homemaker and wage earner, adjusted to 1978 to provide for 20,818 or 29.6% of the 70,276 women in a 1 year age span.	13,566	14,244	20,818

Activities

Operation - Assist local schools in defraying the expenses to develop and operate consumer and homemaking programs for mature women. Part F.

Administration and Supervision - Employ the necessary personnel to implement and maintain quality consumer and homemaking programs for the mature women. Part F.

Personnel Development - Upgrade and train teachers and administration for leadership positions in the development and expansion of consumer and homemaking programs. 9c.

Curriculum Development - Develop and expand curriculum guides and materials for the adult learners, teachers and administrative personnel. 9e.

Benefits

Women will be assisted in developing a sound self-concept and expanding their personal, social, and educational goals and skills in homemaking.

Women enrolled will be better prepared to manage a home and rear a family.

Adult homemakers will have the opportunity to improve their home management and consumer practices.

OBJECTIVE X

Name of District Included in the Plan	Number of Adults Enrolled in Consumer Economics and Homemaking Ed. (Dual Role) FY 74							
	M. Enrollment				F. Enrollment			
1	Total 2	Reg. 3	Han. 4	Dis. 5	Total 6	Reg. 7	Han. 8	Dis. 9
GRAND TOTAL								

Projected Number of Adults Enrolled in Consumer Economics and Homemaking Ed. (Dual Role) FY 75								Projected Number of Adults Enrolled in Consumer Economics and Homemaking Ed. (Dual Role) FY 79							
M. Enrollment				F. Enrollment				M. Enrollment				F. Enrollment			
Total	Reg.	Han.	Dis.	Total	Reg.	Han.	Dis.	Total	Reg.	Han.	Dis.	Total	Reg.	Han.	Dis.
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25

THE PROJECTIONS PERTAINING TO OBJECTIVE X ARE SUPPORTED BY THE FOLLOWING:

OBJECTIVE -

ASSUMPTIONS -

JUSTIFICATION -

OTHER CONSIDERATIONS -

OBJECTIVE XI

Table 3:--Annual and Long-Range Planning and Budgeting

Secondary Level | Objective No. 10a | Disadvantaged Population

The rationale of this objective is based upon the assumption that the identified drop-out prone girls in grades 7-8 (Table 2) need special programs in consumer education and family living.

Goals	Objectives	Outcomes FY 1973	1974	1978
To provide vocational home economics consumer and homemaking education and family life programs for students living in culturally depressed areas.	To provide by 1985 a one-year vocational home economics consumer and homemaking education and family life program for students at the 7th and 8th grade level living in culturally depressed areas, adjusted to 1978 to provide for 6,261 or 29.4% of the 21,290 dropout prone girls at the 7th and 8th grade level which equals 21.2% of the girls at 7th and 8th grade level living in culturally depressed areas.	1,050	1,750	6,261

Activities

Operation - Assist the impacted and intercity areas with finances to develop and operate consumer and homemaking and family life programs for the dropout prone youth. Part F and State Foundation.

Administration and Supervision - Employ the necessary personnel to implement and maintain quality consumer and homemaking and family life programs. Part F.

Personnel Development - Prepare and upgrade teachers and administrators for leadership positions in the development and expansion of consumer and homemaking and family life programs. 9c Ancillary.

Curriculum Development - Develop and expand curriculum guides and materials for students, teachers and administrative personnel. 9c Ancillary.

Benefits

Dropout prone girls, at grades 7 and 8, will be assisted to develop a sound self-concept, expand their personal goals and skills in homemaking as well as their social and educational goals.

Retention of dropout prone girls within the educational system will be improved.

The ability of families in depressed areas to extend themselves with confidence within the economic and social structure of our technological society will be improved.

Girls enrolled will be better prepared to manage a home and rear a family.

Consumer education will improve the economy of the home by improving home managment and consumer practices.

OBJECTIVE XI

Name of District Included in the Plan	Number of 7-8 Grade Students Living in Culturally Depressed Areas & Enrolled in A One-yr. Home Economics Consumer Ed. & Family Life Program FY 74 (Including Non-Public)							
	M. Enrollment				F. Enrollment			
1	Total 2	Reg. 3	Han. 4	Dis. 5	Total 6	Reg. 7	Han. 8	Dis. 9
GRAND TOTAL								

(Including Non-Public)

Number of 7-8 Grade Students Living in Culturally Depressed Areas & Enrolled in A One-yr. Home Economics Consumer Ed. & Family Life Program FY 75								Number of 7-8 Grade Students Living in Culturally Depressed Areas & Enrolled in A One-yr. Home Economics Consumer Ed. & Family Life Program FY 79							
M. Enrollment				F. Enrollment				M. Enrollment				F. Enrollment			
Total	Reg.	Han.	Dis.	Total	Reg.	Han.	Dis.	Total	Reg.	Han.	Dis.	Total	Reg.	Han.	Dis.
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25

THE PROJECTIONS PERTAINING TO OBJECTIVE XI ARE SUPPORTED BY THE FOLLOWING:

OBJECTIVE -

ASSUMPTIONS -

JUSTIFICATION -

OTHER CONSIDERATIONS -

OBJECTIVE XII

Table 3:--Annual and Long-Range Planning and Budgeting

Adult Level | Objective No. 10b | Disadvantaged Population

The rationale of this objective is based on the assumption that the adults listed in Table 2 in culturally depressed areas will need the equivalent of 3 years of consumer education and family living in their lifetime.

Goals	Objectives	Outcomes FY 1973	1974	1978
To provide vocational home economics consumer and homemaking education and family life programs for women living in culturally depressed areas.	To provide by 1985 a vocational home economics consumer and homemaking education and family life program for women living in culturally depressed areas, adjusted to 1978 to provide for 55,304, or 41.1% of the 134,451 women in a 3 year age span living in culturally depressed areas.	36,859	40,548	55,304

Activities

Operation - Assist culturally and socially depressed areas with finances to develop and operate adult consumer and homemaking and family life programs for the women living in impacted and inter-city areas. Part F and Local.

Administration and Supervision - Employ the necessary personnel to implement and maintain quality consumer and homemaking and family life programs. Part F.

Personnel Development - Prepare and upgrade teachers and administrators for leadership positions in the development and expansion of consumer and homemaking and family life programs. 9C Ancillary.

Curriculum Development - Develop and expand curriculum guides and materials for the adult learners, teachers and administrative personnel. 9e Ancillary.

Benefits

Women will be assisted to develop a sound self-concept, expand their personal goals and skills in homemaking, as well as, their social and educational goals.

The ability of families in depressed areas to extend themselves with confidence within the economic and social structure of our technological society will be improved.

Women enrolled will be better prepared to manage a home and rear a family.

Adult homemakers will have the opportunity to improve their home management and consumer practices.

(Revision 5/73)

OBJECTIVE XII

Name of District Included in the Plan	Number of Adults Living in Culturally Depressed Areas & Enrolled in A Three-yr. Home Economics Consumer Ed. & Family Life Program FY 74							
	M. Enrollment				F. Enrollment			
1	Total 2	Reg. 3	Han. 4	Dis. 5	Total 6	Reg. 7	Han. 8	Dis. 9
GRAND TOTAL								

Number of Adults Living in Culturally Depressed Areas & Enrolled in A Three-yr. Home Economics Consumer Ed. & Family Life Program FY 75								Number of Adults Living in Culturally Depressed Areas & Enrolled in A Three-yr. Home Economics Consumer Ed. & Family Life Program FY 79							
M. Enrollment				F. Enrollment				M. Enrollment				F. Enrollment			
Total	Reg.	Han.	Dis.	Total	Reg.	Han.	Dis.	Total	Reg.	Han.	Dis.	Total	Reg.	Han.	Dis.
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25

THE PROJECTIONS PERTAINING TO OBJECTIVE XII ARE SUPPORTED BY THE FOLLOWING:

OBJECTIVE -

ASSUMPTIONS -

JUSTIFICATION -

OTHER CONSIDERATIONS -

OBJECTIVE XIII

OBJECTIVE XIII

Name of District Included in the Plan	Number of Vocational Education Students Enrolled in Job Training Programs Needing Work Study Funds (Including Non-Public)		
	FY 74	FY 75	FY 79
1	2	3	4
GRAND TOTAL			

Table 3:--Annual and Long-Range Planning and Budgeting

Secondary Level | Objective No. 11 | Disadvantaged Population

The rationale of this objective is based on the assumption that certain students who choose to train in occupations listed in Table 1 are of low income or economic levels and will be able to participate in Objective 5 if provided an opportunity to earn money in a work-study program.

Goals	Objectives	Outcomes FY 1973	1974	1978
To provide vocational work-study programs for students enrolled in a job training program, who are 15, but less than 21 years of age, and who are in need of the earnings from employment to pursue a vocational education program.	To provide by 1981 a vocational work-study program for 5% of the students enrolled in a job training program, who are 15 but less than 21 years of age, and who are in need of the earnings from employment to pursue a vocational education program, adjusted to 1978 to provide for 4,000, or 2.1% of the 187,824 vocational students basically in the 11th and 12th grade vocational program, who are 15, but less than 21 years of age, and who are in need of earnings from employment to pursue a vocational education program.	1,100	1,800	4,000

Activities

Operation - Provide funds to local educational agencies to defray the cost of wages to students. Part H with local match.

Administration and Supervision - Employ the necessary staff at state and local educational agencies to coordinate and administer the work-study program. 9a Federal, State contract.

Benefits

Students with financial problems will be encouraged to remain in school in a vocational education job training program to gain the necessary entry level skills and knowledges for obtaining employment.

The number of persons entering the work force without skills and technical knowledge from disadvantaged families will be reduced.

THE PROJECTIONS PERTAINING TO OBJECTIVE XIII ARE SUPPORTED BY THE FOLLOWING:

OBJECTIVE -

ASSUMPTIONS -

JUSTIFICATION -

OTHER CONSIDERATIONS -